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# CONTRIBUTION OF HOME ECONOMICS TO CITIZENSHIP TRAINING

PROCEEDINGS *of the* NATIONAL CONFERENCE  
OF CITY SUPERVISORS OF HOME ECONOMICS  
WASHINGTON, APRIL 21, 1924

Prepared by

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III



# CONTRIBUTION OF HOME ECONOMICS TO CITIZENSHIP TRAINING

PROCEEDINGS OF THE NATIONAL CONFERENCE OF CITY SUPERVISORS OF HOME ECONOMICS, WASHINGTON, APRIL 21, 1924

## INTRODUCTION

A national conference of city supervisors of home economics was called by the United States Commissioner of Education, Dr. John J. Tigert, to meet April 21, 1924, at Washington, D. C.

To this call representatives from 20 different States and the District of Columbia responded. There was also one representative from New Zealand. The conference included 62 city supervisors from cities of more than 10,000 population; home economics teachers; representatives from the Bureau of Home Economics, Extension and Dairy Divisions of the Department of Agriculture; the Federal Board for Vocational Education; the National Parent-Teacher Association; American Child Health Organization; National Catholic Welfare Council; Library of Congress; National Chamber of Commerce; Better Homes in America; Physical Education and School Hygiene; Young Women's Christian Association; National Dairy Council; and the American Home Economics Association.

The purpose of the conference was threefold: First, to bring together supervisors, teachers of home economics, and representatives from leading agencies contributing to home-economics education. Second, to discuss the contribution of home economics to the fundamental principles of health, citizenship, and character. Third, to formulate means by which the following question might be studied: "What is the specific contribution of home economics education that justifies its place in the public-school system?"

## PROGRAM

*Monday Afternoon Session, April 21*

*p. m.*

- 3.00-4.00 Reception, Bureau of Home Economics and Office of Extension Work, United States Department of Agriculture.
- 5.00 Reception by Mrs. Coolidge, at the White House.

p. m.

- 6.00 Dinner and after-dinner speeches, Washington Hotel. Dr. John J. Tigert, United States Commissioner of Education, presiding.  
*What the school expects of home economics*—Mrs. A. H. Reeve, president, National Congress of Mothers and Parent-Teacher Associations.  
*What the home expects of home economics*—Mrs. Maggie W. Barry, chairman of the Division of Home Economics in the Department of Applied Education of General Federation of Women's Clubs.  
*How the teacher is meeting these demands*—Dr. Henrietta W. Calvin, director of home economics, Philadelphia, Pa.  
*How the college is meeting these demands*—Prof. Cora M. Winchell, Teachers College, Columbia University, New York City.  
*How the Federal departments are meeting these demands*—Dr. A. C. True, United States Department of Agriculture.

*Tuesday Morning Session, April 22*

Auditorium, Department of the Interior Building

**MAIN TOPIC:** *The Challenge of the Health Education Movement to Home Economics.* Grace Schermerhorn, associate director, health education division, American Child Health Association, presiding.

a. m.

9.00-9.30

Subtopic (a): *From the standpoint of the school organization*—Dr. Mary E. Brydon, chief, division of child hygiene, State Board of Health, Richmond, Va.

9.45-10.15

Subtopic (b): *From the standpoint of the health specialist*—Herman J. Norton, director of health education, Department of Public Instruction, Rochester, N. Y.

10.30-12.00

Subtopic (c): *From the standpoint of the out-of-school agencies*—

Lucy Gillett, nutrition expert, Association for Improving the Condition of the Poor of New York City.

Margaret Sawyer, National director of nutrition, American Red Cross, Washington, D. C.

Anna L. DePlanter, in charge of nutrition work, Philadelphia.

p. m.

12.30-1.30 Luncheon.

*Tuesday Afternoon Session, April 22*

**MAIN TOPIC:** *The Challenge of the Health Education Movement to Home Economics (continued).* Grace Schermerhorn, presiding.

p. m.

1.30-2.30

Subtopic (d): *What Delaware Home Economics Teachers are Doing in Relation to the Health Program*—Elizabeth Amery, supervisor of home economics department, Department of Public Instruction, Dover, Del.

2.30-3.00

Subtopic (e): *From the standpoint of the supervisor*—

(1) *In home economics classes*—Jean Case, supervisor of home economics, Trenton, N. J.

(2) *Relation to the whole school*—Adelaide L. Van Duzer, supervisor of home economics, Cleveland, Ohio.



p. m.

8.00- 5.00 **MAIN TOPIC:** *The Contribution of Home Economics to the Development of Citizenship*, Grace P. McAdam, supervisor of domestic science, Detroit, Mich., presiding.

Subtopic (a): *The spiritual qualities for citizenship which may be developed by home economics*—Dr. Helen Woolley, associate director of the Merrill-Palmer Nursery School, Detroit, Mich.

Subtopic (b): *Home phases of citizenship and worthy home membership*—Carlotta C. Greer, Cleveland, Ohio.

Subtopic (c): *Community*—Ella L. Babcock, supervisor of home economics, Milwaukee, Wis.

Subtopic (d): *Contribution of home economics to citizenship*—Julia P. Grant, supervisor of domestic art, Detroit, Mich.

A composite report of the following five specialists in social science of the Detroit public schools:

1. Supervisor of social science of the Detroit public schools.
2. Supervisor of Americanization work.
3. Teacher of social science in high school.
4. Teacher of social science in junior continuation girls' department of Cass Technical High School.
5. Teacher of social science in intermediate grades.

p. m.

*Tuesday Evening Session, April 22*

8.00 Illustrated lecture on the late-President Harding's Alaskan Trip.  
By C. J. Blanchard.

*Wednesday Morning Session, April 23*

Auditorium, Department of the Interior Building

**TOPIC:** *The junior high school and home economics education.*  
Emeline S. Whitcomb, presiding.

- a. m.
- 9.00- 9.30 *Purpose of the junior high school*—W. S. Deffenbaugh, chief, city schools division, United States Bureau of Education.
- 9.30-10.00 *Problems of the junior high school*—Robert L. Haycock, assistant superintendent of schools, Washington, D. C.
- 10.00-10.30 *The opportunity of home economics in extra curricular activities*—Emma V. Tindal, principal of the Oliver Wendell Holmes Junior High School, Philadelphia, Pa.
- 10.30-11.00 Discussion.
- 11.00-12.00 *The influence of the junior high school movement on the teaching of home economics*—Esther Jonas, Eastern High School, Washington, D. C.

p. m.

12.00-12.30 Discussion.

12.30- 1.30 Luncheon.

*Wednesday Afternoon Session, April 23*

p. m.

Auditorium, Department of the Interior Building

1.30- 2.30 **Topic:** *Reorganization of senior high school home economics necessitated by the junior high school movement*—Geraldine Gorton, head of homemaking department, Masten Park High School, Buffalo, N. Y.

- p. m.*
- 2.30- 3.00 Discussion.
- 3.00- 4.00 *What is adequate time for successful home economics teaching, and how may this time be secured?*—Martha Westfall, director of homemaking, New York City.
- 4.00- 5.00 *Types of equipment and their efficiency*—Ada A. Hillier, supervisor of home economics, South Bend, Ind.
- 5.00- 6.00 Tea, Grace Dodge Hotel, given by District Home Economics Association and Mary Lindsley.

*Thursday Morning Session, April 24*

Auditorium, Department of the Interior Building

- a. m.*
- 9.00-10.30 MAIN TOPIC: *Contribution of home economics to development of character*—Carrie Alberta Lyford, presiding.  
Subtopic: *Appreciation of our social inheritance*—Agnes Houston Craig, supervisor of home economics, Springfield, Mass.
- 10.30-11.30 TOPIC: *Recognition of home economics credits toward satisfying college entrance requirements*—Emma Conley, State supervisor of home economics, Albany, N. Y.
- 11.30-12.30 TOPIC: *How can satisfactory cafeteria instruction be given without exploitation of girls?* Helen Livingston, head girls division, Cass Technical High School, Detroit, Mich., presiding.

- p. m.*
- 12.30- 1.30 Luncheon.

### WHAT THE SCHOOL EXPECTS OF HOME ECONOMICS

Mrs. A. H. REEVE. I believe we may expect from home economics four things.

*First*, it must be practical. The principles taught must work. It must be made clear to the young women that the ideal taught is only acquired by steps and not by rungs.

*Second*, home economics must bear a close relation to life, not life as we should like to live it, not as we see it pictured in the "movies" or painted in romantic fiction, but the common or garden variety. The student must be convinced that she is being equipped with labor-saving devices adapted to local conditions but scientifically sound, and like all truths, applicable to whatever circumstances in which she may be placed. The proof of good instruction is not the faultless pupil who goes home scornfully to tell her mother, "That isn't the way they teach us in school," but is rather the one who lightens the domestic burdens by the practical demonstration of the theory she has digested and thoroughly assimilated.

*Third*, home economics should be dynamic, not static. The subject should be a matter of education, of drawing out, as well as of instruction, the putting in. We do not wish to say meekly "Blessed be drudgery"; we want students to be made to realize that a thing



which is fundamental, essential, and constructive, as household engineering, demands the highest qualities of mind and heart and manual skill, and that good housekeeping is not merely a means to an end but is in itself no unworthy career.

*Fourth*, home economics presents variety, in character and demonstration. The greater the number of contacts, the less will be the danger of ruts, the sinking into a dull routine of endless work.

#### WHAT THE HOME EXPECTS OF HOME ECONOMICS

Mrs. MAGGIE W. BARRY. The home expects home economics to lead it out of the present wilderness—by helping it to make safe and wise adjustments to the new social and economic world, in order that it may function efficiently as a business and educational institution. To this end the home looks to the home economics teacher especially to help create in the mind and heart of the public and of the homemaker a larger feeling for the dignity and importance of the vocation of homemaking, so that the homemaker will embrace every opportunity to fit herself scientifically and culturally for her high calling and will bring a demand from the public that such opportunity be ever present.

#### HOW THE COLLEGE IS MEETING THE DEMANDS OF THE SCHOOL AND THE HOME

CORA M. WINCHELL. Within the past few years colleges have felt a growing consciousness of the inadequacy of their home economics courses. Current magazines and newspaper articles suggest that the general education of women has lacked the fundamentals of homeliving. Not only is registration in the home economics classes of the average college decidedly small, as compared to the total registration of women, but the training that is offered in home economics, social relationships within the home, and in fundamentals of homemaking and homeliving reaches only women on the whole, whereas it should be the opportunity of men as well as women to receive preparation for this aspect of life in order that they may cooperate sympathetically in the making of homes.

Vassar College gives evidence of the necessity for incorporating certain aspects of home economics problems more specifically in the curriculum; also proposals for a new college, located at Old Bennington, Vt., indicate the need of a modernized curriculum which will involve the application of science and art, economics, sociology, psychology, and other subjects, to the solution of problems of homemaking and homeliving.

It may be said in all genuineness that education is being scrutinized and investigated, and the field of home economics is perhaps more under discussion than it has been at any time in its history.



This investigation of home economics should serve, if it would be most valuable, to stimulate the reevaluation and the reorganization in terms of life values of certain aspects of education and of the contribution made by the subjects in any college curriculum to both general and special preparation for life's needs.

It may be that one of the definite contributions home economics will make in the future to college education will be to aid those teaching science, art, sociology, economics, and education so to humanize and vitalize the work of their courses that they will apply more definitely to the actual needs of homeliving. Obviously, a specialist trained in these various studies, who is willing to humanize them, will be better able to meet the demands of all the students in a college than will a person trained primarily in home economics.

In some cases it may be necessary to modify the name of the department of home economics in order that there may be no limiting quality which will minimize the registration of students interested in a general way in these fields of work. Obviously such courses as nutrition, intelligent choice of personal clothing, personal budget, and community sanitation and hygiene are subjects of general value and should become a part of the equipment of every individual. There will still remain for the department of home economics in the college such specific topics as the question of the immediate activities of the home connected with food, clothing, furnishings, sanitation, and management; care of the individual members of the family within the home, including the infant, preschool child, and the aged; and all other principles of management and of living which apply primarily to life within the home.

Among the younger literary critics of recent years we find a very definite conviction that independence of thought and action are essential to progress. In the field of home economics to-day one of the greatest needs is that of a consideration of the actual contribution that may be made to the field of education in general, rather than to the development of home economics as an independent subject. Not until we, as home economics people, are able to merge our chosen subject with the larger educational opportunities and demands, shall home economics warrant its place in a dynamic curriculum. The women trained in home economics must, therefore, strive to ally themselves in spirit with those who are reaching the entire student body; they must be willing, when the demand comes, to lose the identity of the special subject, so-called, in the curriculum as a whole; they must be prepared to apply scientific methods of investigation to social needs, as a basis for the intelligent construction of programs of work in home economics; and they must maintain flexibility of mind and impersonality of attitude in attaining this larger objective, facing squarely educational and social progress and responding intelligently and whole-heartedly to both.



## HOW THE FEDERAL DEPARTMENTS ARE MEETING THE DEMANDS OF THE SCHOOL AND THE HOME

DR. A. C. TRUE. There are 10 major departments in the Federal Government, whose heads form the President's Cabinet. Seven of these departments have done or are doing some work of interest to home economics teachers and students. There are three departments—State, Justice, and Post Office—which ordinarily would not be included with the others as doing such work, and yet this may not be strictly fair to them. For the consuls and other officers of the State Department collect more or less information relating to subjects within the field of home economics, the Department of Justice works for the protection of our homes, and the Post Office Department carries the Federal correspondence and publications in which are embodied the results of the work of the other departments relating to home economics.

At least five of the "independent establishments" do work in the field of home economics. These are the Smithsonian Institution (including the National Museum), the Congressional Library, the Civil Service Commission, the Federal Council of Citizenship Training, and the Federal Board for Vocational Education. There are also some semi-official organizations, such as the National Research Council and the Red Cross, which do some work in the field of home economics.

Taking up the work in the major departments, the War and Navy Departments (including the Marine Corps) have worked on the composition and cost of rations and the keeping of food.

The Treasury Department issued a number of leaflets of interest to students of family accounts and budgets. The Public Health Service in the Treasury Department has done much work on a variety of subjects relating to home economics; such, for example, are its studies on diseases due to deficiencies in diet, on standards of weight, and on medical inspection in schools.

The Interior Department has at least three bureaus which should be mentioned here. The Bureau of Indian Affairs manages schools for Indians in which are teachers of home economics. The Bureau of Mines has studied problems in heating and lighting with natural gas and in the efficiency of apparatus for these purposes. The Bureau of Education, whose work in home economics is described in this bulletin, is one of the principal Federal agencies dealing with home economics.

The Department of Agriculture has several bureaus working in the field of home economics. The Bureau of Plant Industry, in its Division of Plant Introduction, is finding and testing food plants new to this country; and some of these are now coming on our markets. The Division of Horticulture is studying the utilization



of fruits for jelly making and other purposes. The Bureau of Animal Industry has much of interest in connection with its studies of animal diseases, e. g., tuberculosis, and its meat inspection. Its Dairy Division has done considerable work on the care and use of milk and other dairy products, and its Poultry Division has interesting investigations in progress. The Bureau of Chemistry has done a large amount of work on the chemistry of foods and drugs, the standards for their purity, methods of preservation, baking quality of flours, and on problems of nutrition. The Bureau of Public Roads, which also deals with irrigation, drainage, and rural architecture, has made plans for farm houses and their equipment, including apparatus for lighting and heating, refrigeration, etc. The Bureau of Entomology provides information on household insects and their control, and on bees and honey. The Bureau of Agricultural Economics deals with the grading of agricultural products, the retail prices of bread, milk, etc., and issues market news. It also has a division which studies the organization and functions of rural communities. In a large way the Department of Agriculture deals directly with home economics through its Bureau of Home Economics and the Extension Service.

The Department of Commerce is studying the problems of better housing and water supply, and of what is called "simplified practice," including the standardization of commodities, e. g., the sizes of blankets and bedspreads, reduction of the number of styles of shoes, etc. In this department is the Bureau of Standards, which makes tests of various kinds of household equipment and such things as floor oils, paints, the painting of radiators, etc.; the Bureau of Fisheries, which has studied the nutritive value of different kinds of fish and publishes recipes for fish dishes; and the Bureau of the Census, which has much interesting information about countries and cities, the size of families, the number and occupations of natives and foreigners, etc.

The Department of Labor has a Bureau of Labor Statistics gathering information on hours of labor, earnings in different occupations, conditions of employment, family budgets, dietaries, etc.; the Children's Bureau studying problems of child labor and hygiene and administering the Sheppard-Towner Maternity Act in the interests of the welfare of mothers and infants; and the Women's Bureau, studying the condition of women in industry, including such things as their living costs.

Among the so-called independent establishments, not represented in the President's Cabinet, the following are of interest in this connection:

(1) The Smithsonian Institution and National Museum, where much information on costumes, textiles, and the history of housing



and household equipment may be obtained; (2) the Congressional Library, in which are many works on home economics and related subjects;<sup>1</sup> (3) the Government Printing Office, whose superintendent of documents has many publications relating to home economics for sale at nominal prices; (4) the Civil Service Commission, which conducts examinations in home economics; (5) the Federal Council of Citizenship Training, made up of representatives from all the departments, which has issued a chart showing what these departments do in helping to make better citizens and a community score card with which small and large communities can determine their status as regards general and vocational education, health, exercise of the franchise, and moral and social conditions; and finally, (6) the Federal Board for Vocational Education, which deals directly with education in home economics.

Then there are certain voluntary agencies which have received official recognition from the Federal Government. Among these are the Red Cross, whose work on nursing, dietetics, etc., is well known, and the National Research Council, which is beginning work on nutrition.

It remains to treat very briefly the four Federal agencies doing the largest amount of work with direct reference to the teaching of home economics. These are the Bureau of Education, the Federal Board for Vocational Education, and the Extension Service and Bureau of Home Economics of the Department of Agriculture.

The Bureau of Education deals broadly with educational matters and is a great clearing house of information on the history and progress of education in this country and abroad. It collects and disseminates statistics and other information regarding funds, organization, administration, and work of educational institutions of various types and grades, including those in which home economics is taught. It helps to determine standards and to define the aims of education as related to the training of our people for vocational, home, and community life. It administers the Federal acts from which the land-grant colleges and universities derive a portion of their financial support for resident teaching. These institutions have departments for higher education in home economics, except in the few States where they are not coeducational.

The Federal Board for Vocational Education administers the Smith-Hughes Act of 1917, under which a considerable amount of Federal money is annually given to the States for secondary education in home economics and for the training of teachers of this subject. In 1923 there were 726 all-day schools with 1,187 teachers, in which about 140,000 girls and women received instruction in home

<sup>1</sup> Other valuable collections are in the libraries of the Surgeon General, the Public Health Service, the Department of Agriculture, and the Bureau of Education.



economics. For training teachers there were 72 institutions for white students and 13 for negroes. The board also studies special educational problems and publishes the results in its bulletins. For example, it has a bulletin entitled "A program for the study of personal, home, and community problems."

The Extension Service of the Department of Agriculture includes the Office of Cooperative Extension Work, which administers the Smith-Lever Extension Act of 1914. Under this act, and related Federal and State legislation, about \$19,000,000 is now annually available for cooperative extension work in agriculture and home economics. Of this amount, in 1923 about \$3,700,000 was used for work in home economics and \$1,134,000 for boys' and girls' clubs. That year there were 1,059 home-economics workers, of whom 838 were white county home demonstration agents and 103 were colored agents. There were also 253 special agents for boys' and girls' clubs.

The teaching of home economics would soon become stale and largely unprofitable were it not for the constant additions of new knowledge as the result of research. For making research in the field of home economics, the Bureau of Home Economics is the largest organization in this country. It has grown out of the nutrition investigations begun by the Department of Agriculture in 1894 and connected with the Office of Experiment Stations. Gradually there was developed an Office of Home Economics, and this was a part of the States Relations Service, organized in 1915. When that service came to an end in 1923 the Bureau of Home Economics was created as a separate branch of the Department of Agriculture. Many technical and popular bulletins were published and widely distributed by the States Relations Service and the Office of Home Economics. These dealt mainly with food and nutrition, though in recent years considerable material relating to clothing and household equipment and management has been published. Many of the results of the research thus far conducted have been incorporated in the textbooks and manuals used in connection with the teaching of home economics. The new Bureau of Home Economics thus has a strong foundation on which to develop research work covering home economics more broadly.

#### THE CHALLENGE OF THE HEALTH EDUCATION MOVEMENT TO HOME ECONOMICS

**DR. MARY EVELYN BRYDON.** Just what is the aim of home economics? When I asked this question recently, the answer given was, "Efficient living."

To live most efficiently, it is my conviction that as a part of her technical training a girl should, as a primary consideration, be taught to secure and maintain the health of her household, that the funda-



mental aim of her home economics education is abounding health for herself and every other member of the family. Training for this should be begun in infancy and carried on all through her school life.

In Virginia, home economics education is carried on under supervision in 59 high schools out of the 346 in the State. Ninety-five other schools have some home economics courses, though not under supervision, making a total of 154 which offer some home economics work. Approximately 31 per cent of the girls in the supervised schools this year elected home economics.

Five high schools have practice cottages. The cottage plan offers ideal conditions for the teaching of hygienic homemaking.

Hot lunches are served from October to March in only 24 schools that have home economics supervision.

In the unsupervised schools the hot lunch, where it is being served, is still a money-making project; and, it must be admitted, improper foods are often served, for example, "hot dogs three times a week," as one school reports. In many places coffee is given. Hot lunches are, however, a minor matter as compared with the fact that out of 346 high schools in the State only 59 have supervised home economics courses.

Because the home economics instructor must train the prospective homemaker, designate her courses of instruction, set her standards of homemaking, define the underlying principles in child training, she is the key person in the whole health program. No one is so well prepared as the home economics instructor to begin a health program throughout the school; to work out principles and standards of the courses through joint conference with all agencies directly influencing the mother; to extend this service to near-by schools or to the whole country, it may be, and to work in cooperation with the home demonstration agent and public health nurse in her supervision of the mother in the home.

In order to do this she must have an awakened health conscience not only for the pupils, the school, and for the mothers and their community, but for herself. Her own health habits must be above criticism.

Health education in the Virginia schools has been established along three main lines. *First*, the discovery through the grade teacher of those physical defects in the child which would especially tend to handicap him in securing an education; *second*, the correction of those defects through the nurse and the doctor; and, *third*, the inculcation of health habits and the furnishing of a healthful environment through the study and practice of home economics principles.



Even when teachers carry out conscientiously what they have learned in their health courses of instruction, their work is necessarily limited to the schoolroom. They can not adequately reach the parents whose duty it is to assume the responsibility of sending physically fit children to them to teach; nor are the teachers alone able to inspire a health conscience in the children. No teacher should be called upon to teach a physically unfit child. The policy of the State board of health through its Sheppard-Towner program is to teach parents that it is *their* responsibility to see that their children are physically fit to receive an education before sending them to school.

Health education is a big project, and the only way to carry it out is for the home economics workers to see their place in relation to all other workers, to see how their cog relates to all other cogs in the great wheel. The home economics teacher has a big part to play, because she is training the future mothers, and if she does not recognize one of her most strategic points of attack, that of health education, she is going to fail to turn out all-round homemakers who will influence future health conditions as no one else can.

HERMAN J. NORTON. In the brief time that is allotted me I shall attempt to develop four main points in answer to four questions:

*First.* What is the health condition of our 22,000,000 or more school children?

*Second.* What agencies or groups of people are attempting to help solve the health problem?

*Third.* What is the Rochester Health Program for school children?

*Fourth.* How can the home economics teacher assist in helping to solve the school health problem?

In attacking the first question, namely, "What is the health condition of our 22,000,000 school children?" I can best develop the picture by refreshing your memory on the school health survey report published a few years ago by the committee on health problems of the National Council of Education. This committee, under the chairmanship of Dr. Thomas D. Wood, of Columbia University, made an exhaustive study of the physical condition of school children and reported as follows:

Of the 22,000,000 school children, 200,000 are mentally defective; 250,000 are handicapped by organic heart disease; 1,000,000 children have now, or have had, tuberculosis; 1,000,000 of them have defective hearing; 5,000,000 have defective eyes; 3,000,000 to 5,000,000 are suffering from malnutrition; 3,000,000 to 5,000,000 have adenoids, diseased tonsils, or other glandular defects; 2,000,000 to 4,000,000 have weak foot arches, weak spines, or other joint defects; 11,000,000 to 15,000,000 have defective teeth. Sixteen million



of the 22,000,000, or 75 per cent of all school children of the United States, have physical defects which are potentially or actually detrimental to health. Most of these defects are remediable.

The number of agencies or groups of people working on the solution of the school child health problem are many. They include medical inspectors, school nurses, physical education teachers, nutrition teachers, nutrition physicians, home economics teachers, biology teachers, playground teachers, and regular classroom teachers. In addition to these people we have such child welfare agencies giving health education assistance as the Bureau of Education of the Department of the Interior at Washington, American Red Cross, American Child Health Association, National Tuberculosis Association, the Elizabeth McCormick Memorial Fund, plus a large number of local organizations which spring up in every community.

*The health education program in the Rochester Public Schools.*—The Rochester Health Program includes seven sections, as follows:

**A. Health inspection.**

- I. Individual examination and instrumental follow-up. (Medical inspection conducted by the city health bureau.)
- II. Individual daily morning health inspection. (Conducted by classroom teachers.)
- III. Attention to heat, light, ventilation, and sanitation. (By classroom teachers, health teachers, and pupils.)

**B. Relaxation drills.**—Three daily two-minute relaxation drills given by classroom teacher.

**C. Hygiene.**—Classroom instruction in personal and community hygiene.

To vitalize some of above instruction:

- I. Health clubs—Two months' intensive program each term for checking up on daily practice of health rules taught.
- II. Nutrition classes—Organized on Emerson plan—conducted in 16 different schools.
- III. Weight-height survey—Weighing and measuring of all children twice a term and follow-up in the home through cards.
- IV. General daily nutrition period—Serving of milk, or penny lunch, to all children who need it.

**D. Organized recreation.**—Taught by regular classroom teachers and special health teachers.

- I. Classroom mimetic exercises and games.
- II. After-school recreation clubs and athletics.

**E. Gymnastic drills.**—Taught by special health education teachers.

- I. Marching tactics.
- II. Vigorous arm, trunk, and leg exercises.
- III. Rhythmic exercises.
- IV. Mimetic exercises.
- V. Games.
- VI. Athletics and maze running.
- VII. Tumbling.
- VIII. Stunts.



**F. Problematic child study.**—Observation and individual attention to the child who appears to be a problem. (Classroom teachers with aid of other agencies.)

**G. Health extension service.**—Includes a yearly physical examination and an active health program for teachers.

In 1920, New York State Commissioner of Education, John Finley, appointed a hygiene committee and charged it with the preparation of a State hygiene course of study for kindergartens and grades to sixth inclusive. The committee showed originality in its development of the syllabus, which was divided into four parts, as follows:

1. Text habits—by grades and weeks.
2. Informational material, by grades and weeks, to correspond to the text habits.
3. Devices—to develop action programs.
4. Reference readings.

It took a year to prepare the syllabus. The committee's first task was to set up a list of health habits covering the whole field of health education. They are habits relating to food and drink, such as:

1. Cultivate a taste for essential foods.
2. Drink sufficient milk daily.
3. Eat some hard coarse-grained foods daily.
4. Eat a substantial breakfast each morning before coming to school.
5. Eat plenty of clean fruit and vegetables daily.
6. Drink water frequently.

The classroom teachers have been using the State Hygiene Syllabus for two years, and each year we note that the teaching is much more effective. The keynote of all this teaching is the formation of health habits. We are not particularly interested in knowing whether Johnnie can recite all the health rules relating to food and drink, but we are concerned as to whether or not Johnnie is eating a good nourishing breakfast before coming to school each day, whether he is actually getting one quart of milk daily in one form or another, and whether he actually eats fruit and vegetables daily.

One of the means adopted for encouraging children to put their hygiene instruction into action was the formation of pupil-governed health clubs. These were originated by the speaker and introduced into 38 elementary schools in April, 1916, as an experiment in personal and community hygiene.

The idea of a pupil health club, with a president, vice president, and secretary, intrusted with the conduct of daily classes in hygiene, made a strong appeal to the children of grades five to eight, inclusive, and the club idea met with instant success.

The club president appointed the first boy or girl in each row to the position of team health inspector. The president takes the chair



each morning, calls the health club meeting to order, and asks 10 health questions, 6 inspection questions, and 4 honor questions. One of these daily questions is: "How many ate a good breakfast this morning and refrained from drinking tea or coffee?"

The health club contest has developed each term into a self-instructing and self-governing system of teaching hygiene—through which thousands of boys and girls were led to form health habits.

The method used in organizing and carrying on a nutrition class is as follows: The nutrition teacher goes into a school, consults the last city weight-height survey, and with the aid of the principal she selects 45 children who are considerably under weight.

The principal sends a letter to the parents of these selected children and invites them to attend a meeting at the school to hear a discussion on the organization of a nutrition class. At this meeting an enrollment card is distributed to each parent, which calls for the parent's signature if she wishes to enroll her child in the nutrition class. By signing the enrollment card the parent agrees to do the following things: (1) To attend each weekly meeting of the class which is conducted during school hours; (2) to have her child examined by the nutrition class physician; (3) to help her child keep a two-day diet record each week; and (4) to help her child live up to the rules of the nutrition class program.

Twenty children compose the membership of a nutrition class. Each class has a nutrition physician and teacher in charge. Each child has a large chart upon which is recorded his weight when entering the class and his average weight for height line or zone which he is striving to attain. Each week all nutrition class children are weighed, and their gain or loss is recorded upon their individual charts. The approximate number of calories which a child eats daily are also recorded on the charts each week.

For two days following each nutrition class meeting the parent is requested to keep a two-day diet record in the nutrition class diet book, showing accurately just what the child has eaten during that period. These books are returned to the school before the next class meeting, and the nutrition teacher goes over the book very carefully and calculates the caloric value of the food taken. She takes an average for the two-day total and places that at the bottom of the chart. The teacher realizes that this is not by any means an accurate record of the child's daily consumption of food, inasmuch as she does not know the exact recipes used by the mothers in the preparation of the food. Even though we realize that this is the case, yet we find that this does more to call the attention of the mother to proper dietaries than anything we could do.

The nutrition physician gives each child a very thorough physical examination in the presence of the mother. If physical defects



are found they are pointed out to the mother and discussed, so that she becomes educated from first-hand information and is willing to start at once to place the child under treatment for the correction of the defects.

Results of our past three years' experience with nutrition classes show that the average gain per child during the school year 1920-21 was 245 per cent of the normal.

The next year, 1921-22, the average gain for each child was 305 per cent of the normal. At the end of the 1922-23 school year we found that the average gain per child was 338 per cent of the normal, or 238 per cent above the normal rate of gain for each child.

Some people raise the question, "But do these children hold their weight after they leave the nutrition class?" This is a fair and natural question. We made a study of 105 nutrition class graduates to see if they did hold their weight. We found that approximately 75 per cent did so. We furthermore studied the cases of those who did not hold their weight, and found that they had not established the health habits taught in the nutrition classes and had reverted to unhygienic habits of living; this accounted in the majority of cases for their dropping below their weight standard after graduation.

We all recognize that the weight of a child does not by any means tell the whole story of malnutrition, but we agree that weight is recognized by the medical profession as one important health index. In other words, it provides a good starting point.

In October, 1921, we started to serve a half-pint bottle of milk and a cracker to all children in our schools who were 4 per cent or more below average weight for height. The Rochester Patriotic and Community Fund gave \$3,000 to the schools committee of the Board of Education for milk. This money was apportioned to the schools so that those children whose parents were unable to pay 3 cents per day for the milk and cracker could have their mid-morning lunch the same as other children.

Over 40,000 school children are weighed and measured during each survey. The name of each, actual weight, height in inches, average weight for height, and per cent under weight is recorded on the Grade Weight-Height Survey Record which is kept by the grade teacher. She then knows whether Johnnie is less than 7 per cent, or more than 7 per cent, underweight for his height. If underweight, she gives special encouragement to Johnnie to live up to the rules of the health game.

When the time comes to send the school report card home to parents, the classroom teacher also sends along a colored card which tells the parent that Johnnie is up to average weight for height, or within 3 per cent of it (this is called the "safety zone"); that he is



hovering between 3 and 6 per cent below average weight for height (a border line case); or that he is 7 per cent or more below average weight for height. If Johnnie is less than 3 per cent below weight for height he gets a white card entitled, "Card White—All Right." If he is between 4 and 7 per cent below weight he gets a blue card entitled, "Card Blue—Won't Do." If he is 7 per cent or more below weight he gets a red card entitled, "Card Red—Danger Ahead."

On the front of each of these cards is recorded the child's name, his height, his actual weight, and his average weight for height. There is also an explanation of what the terms "All Right," "Won't Do," and "Danger Ahead" mean. For example, "All Right" means that you are within the average weight zone for your height. This card shows that you have received an A rating in nutrition. You will be weighed again in three months. Try to keep your weight up to average by following the Rules of the Health Game as found on the reverse side of this card. "Danger Ahead" means:

1. That you are 7 per cent or more below average weight for your height.
2. That you have less endurance in games, sports, and work than the boy or girl who is up to average weight for his height.
3. That you have less resistance to disease than those who are up to weight for height.
4. That you should "get busy" and follow the Rules of the Health Game which are listed on the reverse side of this card.

On the reverse side of the red card are the following health rules and comments:

1. Take a quart of milk a day in one form or another.
2. Eat a good breakfast, dinner, and supper every day. Chew slowly.
3. Take a glass (or  $\frac{1}{2}$ -pint bottle) of milk and a cracker about 10.15 a. m. Eat a bread and butter sandwich about 4 o'clock.
4. Eat some vegetables (other than potato) and fruit every day.
5. Sleep 11 hours every night with windows open.
6. Take rest periods of at least 20 minutes before midday and evening meals.
7. Take at least one complete bath every week.
8. Have a bowel movement at the same time every day.

The chief causes for failure to gain in weight are: Diseased adenoids and tonsils; lack of fresh air; overfatigue; late hours; not enough food of the right kind; fast eating; sweets between meals; the use of tea and coffee. Note: You will be weighed again in three months. Try to come up to your average weight for height and change this red card for one that is blue. Then get one that is white as soon as you can.

Anyone who has the slightest acquaintance with the work which progressive home economics teachers are doing in the schools throughout the country knows that their work reaches far into the field of health education. It would be impossible for me to discuss, within the time allotted, all of their activities. I shall therefore refer only to those points of activity which from the health specialist's standpoint seem to bulk large, if the home economics teachers



are to make a contribution to the school health education program and really influence the lives of all children in our public schools.

Our classroom teachers in New York State, as in many other States, are required by law to receive instruction in all phases of the health education program in order that they may in turn give effective health instruction to their pupils. Who is better prepared to assist in this general instruction to teachers than the home economics teacher? For example, you will recall that the New York State Hygiene Syllabus devotes two whole sections to the topic of food and drink. The home economics teacher is indispensable in assisting the classroom teacher to vitalize her instruction in foods and drink. This can be done by preparing for her food exhibits; these should include child dietaries and 100-calorie portions.

We are aware that health posters are being widely used to vitalize all phases of our health education instruction in the schools. We are also aware that many of the slogans found on these posters, particularly those referring to foods, are scientifically inaccurate and create wrong impressions. What the country needs for the improvement of its posters is an extensive list of properly prepared food and drink slogans, and who can prepare these better than the home economics teacher?

Another device that is used in this vitalization of health instruction is the health playlet. Here again is a wide and fertile field for the assistance of the home economics teacher. For example, at our Madison Junior High School our health education teachers organized a four weeks' health campaign for the whole school. The first week was designated as "Health Through Foods." The home economics department teachers gladly cooperated with the health education teachers in this campaign by preparing food exhibits and providing the food characters for the playlet. Many other such illustrations might be given if time permitted.

While the health club contest is on for a period of two months each term, the home economics teacher could be of invaluable assistance by appearing before the school assembly and by giving talks on proper foods and by giving food demonstrations.

In her regular home economics classes she will find many underweight children. These can be organized into small nutrition classes to meet at stated periods. These children can be provided with small nutrition class charts and their weights recorded at each meeting. At such meetings the home economics teacher has an excellent opportunity to vitalize her instruction in food combinations. This instruction, together with the instruction given by the classroom teachers in general health habits, must tend toward the improvement of this malnourished condition. These nutrition classes



might well be used as demonstration classes before the entire school to show all malnourished children a suitable daily program of health habits and the almost inevitable results. We need just such spectacular demonstrations in order to impress children and create a desire to enter into the nutrition class game. For example, in one of our elementary schools the home economics instructor organized and conducted just such a class as described above and with very excellent results.

This brings us to a consideration of the third subdivision of our hygiene program, namely, the mid-morning lunch. The part to be played by the home economics teacher in this connection is obvious. If there is no mid-morning milk distributed in school, she should mobilize the health press in the school and assist in getting such a service. She of all teachers should do everything in her power to popularize the value of the mid-morning lunch with particular emphasis on milk.

The fourth section of our hygiene division deals with the weighing and measuring of all school children periodically each year. This gives the exact condition of nutrition as indicated by weight for all children in each school. The home economics teacher can readily secure the necessary information with regard to her school percentage of malnutrition and use this as an appeal to all malnourished children in the school to follow her nutrition class program and raise their school health standard in this regard.

I believe that the home economics teacher can carry on all of the activities which I have mentioned, in addition to handling her regular classroom work. If this is impossible then an additional or part-time teacher should be added in each school so that this important work may be done. The day is past when any specialist in education is to be allowed to do only the work which relates directly to her particular field of activity within the four walls of her classroom. The home economics teacher must see education as a whole. She must acquaint herself with the work in school departments other than her own and she must be ready at all times to cooperate with each and every department, whenever an opportunity arises, to the end that the home economics program and the health education program may both function in promoting the health and happiness of children.

LUOY H. GILBERT. Since there obviously is not time to teach all the things which might be mentioned as belonging to home economics, then for the individual teacher the problem reduces itself to choosing the things most worth while. But, would it not help to clarify public opinion, and to strengthen it in favor of home economics, if certain very important objectives were decided upon and



clearly stated as problems for intensive work? As one of the objectives in keeping with present problems it might be well to state the part which home economics can play in the big mass movement which is sweeping the country in the interest of child health.

Those who go into homes where girls have had cookery at school find much that might be given as evidence of the results of home economics. I believe such results could be measured. Would not the following be fair questions for judging the effectiveness of home economics on health?

1. Does each girl know that her physical condition is influenced by the food she is preparing?
2. Does she know how to choose food with health in mind?
3. Does she increase the amount of milk used because she is convinced it is necessary? How many get their younger brothers and sisters to drink more milk?
4. Does each girl not only know the importance of, but put into practice, the eating of fresh fruit and leafy vegetables as often as necessary?
5. Does she know how to safeguard health in the winter when there are few vegetables obtainable?
6. Does she know how many quarts of milk or pounds of vegetables to buy for her family or for any family of any given size?
7. How many children stop drinking coffee because of what is said in class?
8. Does each girl know what the preschool children should and should not eat so that they may enter school in good condition? Does she influence them to eat properly?
9. Does she know how to plan meals which will provide for the needs of all the members of the family?
10. How many girls have been influenced to eat a good substantial breakfast, a proper luncheon, and a desirable evening meal?
11. How many girls are getting more sleep so that the food may have a better chance to promote health?
12. Do they know that plenty of sleep, fresh air, and sunshine are just as important for good health and good nutrition as the right food well cooked?
13. Do they know how to select an adequate diet at minimum cost if necessary? How to adjust recipes to an economical basis?
14. Do they know that constipation is very harmful and that it may be overcome by a proper diet? Does each girl put into practice this knowledge?

With so many important things to be covered in home economics, one hesitates to ask if there is time to consider the relation of the food budget to the income. But there is a very close connection between health and the spending of the income, which is decidedly a "home" problem and one very little understood even in homes where there are girls who have had home economics training.

There are certain essentials in diet which must be met for "health's sake." There is a minimum amount for food for each family, below which health will be endangered. If the income is meager so that economy must be practiced, all too often the family will sacrifice food and health for the sake of appearance.



Could not the home economics teacher sow some seeds here which would help to put health first, or which would show how to safeguard health by a minimum expenditure? It may be neither possible nor desirable to go into the whole family budget with children, but if they can tell the mother how much is reasonable to spend for food and how to spend it, the information might help to prevent much malnutrition. This can probably best be done by talking in terms of quarts of milk, pounds of bread and cereals, vegetables, fruit, fats, and other foods necessary, with an estimate of high and low limits. To learn to cook without learning how to meet economic emergencies is like buying clothes regardless of the relation of cost, wearing quality, and amount of money available. There are many more people than we realize who have to spend cautiously to make both ends meet. [Among such, are college instructors. I heard of one instructor and his wife who had \$10 a week left after paying rent. They would surely appreciate help in wise spending, so as to conserve health and efficiency.]

As Lydia Roberts in a recent article in "Hygiene" suggests, one of the real problems in nutrition begins after the food is prepared.

If a child does not like oatmeal, how are you going to overcome the dislike? The carrots and spinach may be well cooked, but unless the child eats foods necessary for health he can not show the effect of good preparation.

The teacher must have not only the courage of her convictions but the ability to make the child appreciate what she says if the children are to be convinced so that they change habits. Since a fine example is the strongest conviction, may the time soon come when it will be considered a disgrace to be pale, thin, and with dark circles under the eyes, and when even the appearance of good health and the following of the good habits taught will be among the prerequisites for a teacher of health.

Quite as important as conviction is the personal appeal. One high-school girl said, "Why, it never occurred to me that the things we learned in biology had anything to do with my being underweight." May this never be said by home economics girls.

Food work has the best opportunities for vital personal applications of any subject; growth, health, good teeth, resistance to disease, and all the benefits and pleasures to be derived from these, provide excellent and appealing points of approach. They are already used by many home economics workers as incentives to the formation of proper food habits and such habits as enable the food to be utilized toward good nutrition and health, usefulness, and happiness.

MARGARET SAWYER. I assume that I have been asked to discuss the subject assigned me, "The Challenge of the Health Education



Movement to Home Economics," from the standpoint of the Red Cross.

Through our 3,600 chapters, extending into every type of community in the United States, with the 5,000,000 school children enrolled through the Junior Red Cross, the Red Cross has been particularly conscious of the need for the dissemination of accurate information concerning the food needs of the body in terms of daily food practices. In many cases chapters have been stimulated to activity in nutrition work by well-meaning organizations, and individuals have sought to "save our children" by sporadic and short-lived "milk campaigns," "health campaigns," and "brushing teeth to music." But out of all this has come the firm conviction that neither the individual nor the community will go far toward improving health unless both are given such information as will make them intelligent about the essentials of sound nutrition. This can be accomplished only through the development of an educational program.

I will describe the school program of the Red Cross because I am most familiar with it and can voice to you the challenge which the Red Cross as a health agency gives to home economics.

Experience has convinced us that the only way to affect food and health habits permanently is to give accurate information concerning the principle on which the habits are based. The program included instruction to all children, both boys and girls, concerning food and its relation to health, and the necessity for forming good food habits as well as the importance of regular exercise, rest, cleanliness, fresh air, and sunshine. The grade teachers must assume the responsibility for the bulk of the teaching, but if they are to do this they must be given the necessary subject matter. They need more than "initiative and imagination." Accordingly we offer our Red Cross course in food selection, adapting it especially to the needs of the teachers. Instruction is given the teachers concerning their own food and health requirements as well as the requirements of children of school age, along with suggestions for saving time by correlating nutrition instruction with other subjects in the regular school curriculum. As a part of the school program an adapted course in food selection is offered to mothers. This course is planned to give special emphasis to the nutrition requirements of the school child, and to acquaint the mothers with the nutrition work being carried on in the schools, so that both the homes and the schools will be working toward the same end.

But the side which I wish to emphasize is the relation of the work of the home economics teachers in the grades and high school to the health education program as carried on by the school in general and which includes, or should include, all boys and girls. Shall the home



economics teacher confine her efforts to her classes in cooking and sewing, careless of the fact that outside her classes half truths and empirical formulas are rampant? Shall she close her eyes and ears while the boys on the football team are being fed yeast sandwiches three times a day under the direction of the athletic coach? Shall she miss one of her greatest opportunities for carrying out some educational work in the school lunch room by being indifferent, or at least by keeping silent, while the lunch room is being conducted for profit by an outsider? I could cite numerous instances where the school children are being exploited also by the most "well meaning people," who have an abundance of "initiative and imagination" but unfortunately are lacking in information, while right in the same schools are home economics teachers who are well equipped to put the nutrition work of the school upon a sane foundation.

The value of health instruction in the schools is fairly well established, and it is almost universally recognized that sound nutrition is a requisite to good health; but that the science of nutrition is more than "milk, eggs, and vegetables" is not so generally accepted. Also in many schools it has not occurred to the school administrators (and in some instances not even to the home economics teacher herself) that the home economics training received by this specialist already in the school system should fit her to lead in the establishment of a sane program. As I observe the work carried on in different parts of the country, and under varying conditions, I am again and again aware of the fact that the majority of schools are not going to be able to employ a health specialist, but that they will be obliged to use the specialists now on the school staff, either one or all of those now concerned with health; these staff members are the school physician, dentist, nurse, physical director, and home economics teacher. In the schools where the program is most successful these specialists act as a committee, each specialist being responsible for the subject matter in his field, and the grade teachers in turn being responsible for carrying on the bulk of the actual instruction of the children.

The mid-morning lunch has achieved considerable popularity, but it has been too generally assumed that it is needed by all children. Too often nutrition work has begun with the weighing and measuring of children and has stopped with the introduction of the mid-morning milk lunch. While many children may be benefited by such a lunch and show a prompt gain in weight, experience has not indicated that it is a method to be adopted on a wholesale scale, nor without some consideration as to whether it is required. The average normal child of school age needs only three meals a day. The reason why some children need a mid-morning lunch is either that



they do not eat any breakfast or have only an inadequate one before coming to school. The child of school age who can not get enough food in his regular meals is an abnormal child, and for a limited period may need the supplementary food midway between breakfast and lunch, but if this practice is adopted the child and parents should know the significance of it. The more logical procedure would seem to be to teach children to drink milk and eat enough other food with it before coming to school to make this mid-morning feeding unnecessary. If this type of education brings good results it is certainly more desirable, for it is establishing a habit which can and should be continued, whereas milk between meals is a temporary measure and forms a habit which will need later be broken. It has been found, moreover, that frequently parents stop giving their children milk at home, or insisting upon breakfast, because they know they will get a lunch at school. Teaching and insisting on a good breakfast at home does three things: (1) It throws the responsibility on the family, where it belongs; (2) it relieves the school of the problem of handling the milk and crackers; and (3) it helps to establish the habit of three good meals a day with no lunching between meals.

Another common shortcoming of the popular health program is the emphasis placed upon the "Rules of Health" or "Rules of the Game," as mere tricks to be performed daily. To quote Dr. Winslow:

This emphasis on habit formation is sound and admirable. It must be remembered, however, that the school is not concerned merely with the child as a child, but with the foundations upon which its whole after life is to be built. We should not be satisfied to teach a pupil to find his way about the village and then assume he has learned geography. Nor is it enough to cultivate those health habits which can be practiced at 8, or 10, or 14 years of age without a real comprehension of the basic physiological principles which underlie the rules of health.

Habit formation should no doubt be our first aim, but it is by no means our only aim. We must also lay a sound basis of knowledge if the child is to be something more than an automaton, if he is not only to learn certain tricks but is also to acquire intelligence which will enable him to modify his habits to meet the changing conditions of after life. With every year health problems loom larger in our community life, and if the citizen is to deal competently with such problems he must know something more than that he was taught in school to brush his hair in the morning, to operate the tooth brush with a rotary motion, to eat carrots, and to drink milk. I believe we may advance as a fundamental postulate that a program of school hygiene should include not merely the formation of health habits immediately necessary to the child, but also the acquisition of a certain basic body of knowledge which will be necessary for the continuance of healthy living in the future.

**ELIZABETH AMERY.** The health condition of the school children of Delaware is very similar to that of children in other States—about 40 per cent of them are decidedly underweight. With the exception



of the city of Wilmington, Del., towns are small and the high school and grade schools are housed in one building, thus making the grades very accessible to the home economics department.

Last year, a State nutrition committee was formed consisting of the Child Welfare Organization (the members of which were to make the preliminary weighings), the extension division (which was to work with the parents and furnish the printed record cards), and the State department of public instruction (which was to conduct the educational work in the schools). This plan was successful in the bringing together of associations interested in the nutrition of children, but the cooperating agencies were not able to carry out their part of the program in time, and this fact handicapped the work in the schools. This year, the committee was not reorganized. The State Parent Teachers Association, the extension division, and many other organizations are interested in the nutrition program, but the program is being carried out in the school system, by a department that has actual contact with the children in the school—the home economics department.

*The project.* Previous to last year, several teachers individually had made efforts to meet this malnutrition situation, but there was no uniform method of carrying on a campaign. The results were varied and neither the people of the State nor outside organizations had any confidence in any of the plans. At a State conference of the home economics teachers, it was decided to put a unit of nutrition work into the State Course of Study for Home Economics, thus making the plan of work uniform throughout the State. It was agreed that in all of the high schools the following provisions be adopted: (1) That the work start in January and continue at least 12 weeks; (2) that one double period (90 minutes) of home economics time per week be given to this work; (3) that the girls in the second-year home economics classes conduct the program, and that it be made educational for them as well as the grade children; (4) that the underweight children in each grade be weighed weekly, but the educational part of the program be given to all of the children; (5) that accurate records be made and kept as permanent property of the school.

The class project was stated as follows: "There are children in our schools who are 8 per cent underweight. What have we learned in home economics that we can teach these children to help them attain normal weight?" The objectives of the Nutrition Program, as stated by the teachers, indicate a twofold purpose:

*First*, to assist in teaching health to the children of the Delaware Public Schools<sup>1</sup>—

<sup>1</sup> The Nutrition Program means more than just nutrition—it includes all health rules.



1. By giving health talks, plays, posters, health booklets, etc., to all the grade children.
2. By interesting the grade teachers in health.
3. By interesting the parents to make it possible for the children to observe health rules.
4. By giving personal attention to chronic underweights and striving to start them to gain health by correcting defects, establishing positive health habits, etc. (In 12 weeks it is not possible to show a great number of pounds gained. If it can be shown that the children *start* to gain, the function of the nutrition program will be realized.)

*Second*, to teach the home economics girl a practical application of her knowledge of health and nutrition and an appreciation of her obligation to her community—

1. By organizing her fund of information into such form that children may understand and be interested.
2. By learning to present information in an interesting way to children. (This will necessitate a study of child life—imagination, memory, play, etc.)
3. By learning to weigh and measure accurately and to keep correct records.
4. By learning to interpret records.
5. By studying the agencies for welfare in the country, State, and community and learning how to cooperate with them.
6. By realizing that it is our duty to teach less fortunate people what we have learned, and to show an interest in new discoveries and movements for betterment.

In November or December, the nutrition unit was presented to the second-year class in home economics, and the preliminary preparations were made. Each school had a set of scales, and these were tested for accuracy. Practice in weighing and recording with accuracy and speed were given. The teacher explained the plans to the superintendent and to the grade teachers, either in faculty meeting or by personal conference. The record sheets were studied. Lists were prepared, by the second-year class, of pupils in each grade who were reported underweight last year. The class procedure was then somewhat as follows:

*Selection of subjects for talks on health*

1. List all topics important for health instruction.
2. Arrange these topics in the order of presentation, considering interest to children and logical sequence.
3. Divide into 12 topics for the weekly talks.

*Preparation of talks*

1. Decide on grade room with which each girl will work.
2. Girl visits grade and observes teacher and children, pictures used, stories, etc.
3. Girl makes outlines of talks and collects illustrative material.



*Selection of children to be weighed*

1. Consult school records on health of children.
2. Choose 8 or 10 children from each room who are highest per cent underweight. These are to be weighed each week. More than this number requires too much time, both for the children and for the girls.

*Records*

1. A uniform system is used in all schools. Blanks are furnished from the State office of the Delaware Department of Public Instruction.
2. Figure and record, at beginning of program, for each of the children to be weighed weekly, the number of pounds each child is below weight, and add what the normal gain would be in the 12 weeks.
3. Let children know each week how much each has gained or lost and how much is needed for normal weight.
4. Each girl must plan to make a weighing each month after the 12-week period, as a follow-up check on the work. Some plan for keeping up the interest in health habits should be worked out after the 12-week period, such as a weekly check on certain health habits. In some cases, plans for keeping interest during the summer are worked out.

*Results**I. To the children.*

1. The grade children are interested in and learn health rules. This is an educational campaign, not a clinic. We have accomplished a great deal if we have inspired the children to want health, and have shown them how to get it.
2. The children often induce their parents to help them in carrying out the health rules.
3. Children who are chronically underweight start to gain. We can not expect large returns in 12 weeks, with only a 5-minute talk per week. This year 861 chronic underweights, or 82 per cent of the 1,049 cases studied and treated, started to gain. The period in which we carry on the nutrition program is the period when colds and epidemics are prevalent.
4. Grade teachers have an awakened interest in health. They have been shown the possibilities in health instruction for the physical and mental development of children.

*II. To the home economics girls.*

The preceding plan helped the home economics girl to understand nutrition. One girl remarked, "I never really believed that food could change people so, but I see how it changes these children from week to week." She has learned the fundamentals of community service—to pass on to the fellow members of the community the knowledge which she possesses which will assist them. She has developed initiative, organizing power, and the art of expressing herself in speech. She has learned to appeal to little children, to teach them, to play with them, and above all, she has learned the food principles so that she and her pupils will be the benefactors. When this girl becomes a member of adult society, will she scorn all the educational movements, after having participated in this one, or will she cooperate and be a leader in human uplift?

**JEAN PERRINE CASE.** From the standpoint of a supervisor in home economics classes, let me say that I believe home economics



teachers are better prepared to teach those phases of health education which deal with nutrition, clothing, personal hygiene, and home and community sanitation, than teachers trained for any other phase of school activity; but I do not believe that upon them should rest the burden for *all* phases of health work.

That they realize and assume the responsibility for those phases outlined is shown by the very definite health objectives which are outstanding in most of their teaching. I believe that to this teaching is due much of the credit for the great difference noted in the general public attitude toward advice given for diet in health.

Trenton teachers have the hygienic point of view and are very definitely striving to make pupils want to know how to be healthy, and to realize the very close relationship existing between diet and health, clothing and health, personal hygiene and health, and home and community sanitation and health.

ADELAIDE LAURA VAN DUSER. Children, even those of high-school age, are not keenly interested in health in the abstract. It is their own loss or gain in weight, their own visibly reddening cheeks, and not the reiterated statement that milk, rest, and fresh air have power to produce these pleasing results in others that appeal to them. Home economics may be a direct application of such rules, a happy commingling of the concrete and the abstract. This department ought to give the best lessons in health teaching. Unfortunately, home economics never reaches more than a fraction of the entire school enrollment—seldom all of the girls, almost never any of the boys; so, perhaps of necessity, we find others teaching under the name of health, hygiene, or physiology, that which once seemed to us to be our own special prerogative. This apparent overlapping of subject matter is one of the most confusing, as well as one of the most encouraging, conditions of present day education. It is confusing because of the danger of encroachment on another's preserves, and encouraging as an indication that much that formerly was considered of value by few has come to be regarded as worthy of consideration by many.

In deciding the relation of the home economics department to the health program of the whole school we must conclude:

(a) That there are phases of health education that the home economics teacher is probably better qualified to assume than anyone else on the teaching staff.

(b) That she should not be reticent in letting this ability be known as part of her professional equipment.

(c) That she may strengthen her position as authority on such subjects, both within the school and throughout the community, by interesting herself in the several aspects of such work as carried on



in outside organizations and by cooperating with them whenever called upon.

(d) Lastly, that in lending her support to all those who are encouraging better health habits she is but carrying on by the light of modern discovery that which was begun by her predecessors in the early days.

### THE CONTRIBUTION OF HOME ECONOMICS TO CITIZENSHIP

DR. HELEN T. WOOLLEY. Home economics constitutes either a very broad field or a narrow one, depending upon how it is interpreted. When it is interpreted as concerned with the techniques of cooking, sewing, house furnishing, and budget making, it has only an indirect bearing upon the problem of creating worthy home members and good citizens. In so far as efficiency and orderliness in conducting affairs are important elements of character, doubtless even the techniques have their importance. Most of us know to our cost, however, that efficiency and orderliness, if blind to the larger issues of life, may even work against rather than for the finer qualities of character and personality. Any technique which gets to regarding itself as an end in itself, may become a menace.

When home economics takes the stand which most of our leaders take to-day, when it ceases to be concerned primarily with techniques and turns its attention to the spirit and purpose of family life, to the child as the central interest in the family, and the care and training of children as the most vital function of the home, then it takes an attitude which has a very direct bearing on worthy home membership and on preparation for citizenship.

The connection between worthy home membership and good citizenship is very close indeed. It is more than an analogy to say that the family constitutes the first community in which the child finds himself. It is probably true that the little child's relationship to his parents and the members of his own family determines some of the most fundamental and most lasting of his social attitudes. Habits—ways of thinking and feeling—which may last for a life time, and which are exceedingly difficult to change at any time, become established in childhood. I would like to discuss with you some of these fundamental attitudes which profoundly modify first home membership, and later citizenship. Attitude toward authority is an aspect of personality which gets an early set. The parents' conception of obedience as a principle and the kind and amount of obedience demanded of the child have a profound effect upon social attitudes. The result of one type of treatment may be a contrary child and later a cantankerous adult or a social rebel. Or, another type



of treatment may tend to produce a too docile, easily directed child, who grows up lacking in initiative and self-confidence, and unable to use to the full the powers he possesses. The correct use of the principle of obedience to help develop self-control, not to stifle it, is an art worth the parents' learning.

A child's attitude toward reality—his conception of truth, of telling the truth, and of facing facts—is another aspect of personality which is given a bent in very early years. Parents who manage children by petty lies, which they no doubt regard as justifiable diplomacy, are unconsciously teaching children to gain their own ends by lies and to be distrustful of others. Children who are encouraged to live in a world of make-believe may be cultivating a valuable type of imagination, but only too often they are merely learning to evade reality and get their satisfactions in ways that require no effort and no proper social adjustments. Dependability as a citizen may hinge upon the infantile attitude toward reality. It is worth the parents' while to try to understand the correct relation between the child's real world and his imaginary one and then see to it that a child can tell the truth and face reality, and yet not have his creative imagination impaired.

Attitude toward property is a third aspect of personality which gets its bent in early years. The child who is allowed to grow up without property of his own gets no correct conception of mine and thine. Children in institutions are apt to suffer in this way. Little children should not only own property but should have some share in caring for it. To develop in a child a proper respect for property, without teaching him to rate it above the values involved in human welfare, is again an art worth the parents' study.

Even more vital than any of the three preceding topics must be rated the child's attitude toward love and the life of affection. The kind of love given him by his parents has a profound effect upon all his later social relations. To make a child feel that he is loved and appreciated, without making him too dependent, too self-satisfied, or allowing him to become a tyrant by reason of love, is an art to challenge the most able parent.

All of the attitudes we have been discussing are first developed as part of family life. They have to do with the spirit and atmosphere of the home. From the home they are carried on to the community and help to fix the type of citizenship. To what extent can an understanding of them be taught as part of a course in home economics? Whenever it is possible to develop a real course in the care and training of children. The topic can not be taught abstractly. Some first-hand contact with little children is necessary. The ideal way is a nursery school, in which students have the opportunity to observe the reactions of the same children day after day. Failing this,



some regular chance to help in children's institutions, or even a systematic study of the little brothers and sisters of the class may be made. Needless to say the teacher, too, needs some knowledge of child psychology and some first-hand experience with children. As for any new type of instruction, a new type of teacher training is necessary. The collegiate departments of home economics must take the lead.

CARLOTTA C. GREER. Two very important functions of the school are these: (1) Preparation for earning a livelihood; (2) preparation and training for homemaking. The ability to earn a livelihood is one of the qualities of citizenship; the ability to make a home is also a quality of citizenship.

An appreciation on the part of a child of the mother's work in the home and of the father's industry to maintain a home is necessary that the child may have a wholesome attitude toward his home. Looking at this matter in a very material way, let us consider what the home economics teacher can do to develop a girl's appreciation for the work of her parents.

One plan which may prove somewhat effective is to have a pupil determine as exactly as possible the cost of the clothing which she wears. The solving of this problem is a revelation to some pupils. With this as a beginning, the problem may be continued by having each pupil determine what she costs her parents each week. When pupils calculate also the cost per month and per year to their parents, they are often astounded. Many of them get somewhat of an appreciation of the sacrifices their parents are making to keep them in school.

The solving of this problem may accomplish several things: (1) A girl's appreciation in a very material way of what *her* education means to her parents; (2) an introduction to the study of family budgets. Starting the subject of budgets with this definite, intimate problem is, it seems to us, good psychology. If the teacher keeps in mind that education means not only preparing pupils to live, but also teaching them to live *now*, a consideration of the family budget may not seem so remote, hypothetical, and uninteresting to the pupil.

With the great change in our industrial and social conditions, along with the decided change in the activities of the home, there comes a great responsibility for the school. It has been said that the school is not responsible for the industrial and social conditions as they now exist, but it is responsible for doing its best to meet the problem. There is no subject offered in the school curriculum which affords greater opportunities to solve the problems which changed industrial conditions have brought about in the home than home economics. If by our teaching the girl may realize the importance of



the home, and may appreciate the work of both the mother and father in maintaining a home. we shall make a forward stride in molding worthy home members. If our teaching can be made so interesting and useful that the pupil carries it into her home and enlists the cooperation of parents, we shall have gained much in promoting worthy home membership. To do this we need human beings for teachers. We need women who do not merely know the subject, but know the child and the child's home.

ELLA L. BABCOCK. Home economics is founded on service. No other subject has so great an opportunity. With the entrance of women so extensively into the industrial field, the mother sharing with the father in earning the family income, the welfare of the entire community is affected, principally through health, and if the home is to be maintained and the family kept together, the responsibility rests on our ability to train the girls to carry on the home.

The work offered the girls in personal hygiene and home care of the sick carries almost immediately into their own and their neighbor's homes. For example, recently one of the girls came to school and with great glee told how she had been able to show the lady next door how to give her sick aunt a bath in bed, and how to make the bed up fresh with the patient in it. The whole neighborhood talked of the value of this lesson to them. Because of the interest awakened in school a large number of our girls are selecting the nursing profession as their life work. This is a real community service.

Fathers who buy sewing machines for the girls who learn how to use them in school are finding home economics worth while. The girls and their mothers work together, often the next door neighbor comes in to take a lesson; the standards for clothing are gradually changing; and the home group is more closely bound together through this cooperative service and use of leisure.

The home economics department working with the Junior Red Cross finds one of its best opportunities for teaching service. In the food classes at Christmas time over 15,000 cookies were made by sixth-grade girls for distribution. This was made a real community project. The art department made beautiful, cheerful boxes for holding the cookies, the Girl Scouts delivered the boxes to the homes. Old folks as well as children were remembered, for all the old folks' homes, orphan asylums, and children's homes were on the list, and all the "shut-in" children that we could hear about were made happy. The clothing classes make their contribution to community service through their work for babies. During the past year over 250 baby layettes were completed for needy mothers. One home economics class has adopted a family with 10 children, whose father finds it almost impossible to more than provide food and shelter for his family. The girls of the class are earning the



money for the needed materials and have contracted to provide the four younger children with their summer wardrobes. Another class has undertaken to put into practice the lessons they have learned in patching and darning—once each week the members go to one of the primary schools in the poorest section of the city and teach the children how to patch, darn, and keep their clothing in repair.

ARTHUR DONDINEAU. The ability to earn a living is at the foundation of all citizenship in a democracy. Any aspect of education which contributes in assisting a child in earning a living, and in making him happier and more efficient in his work, is the best type of citizenship education for the great mass.

In our program of citizenship education for the common mind which has been emphasized in Detroit, we have considered the work done by the home economics people to be as essential as the social, economic, and political aspects. Community life and national life are only possible when built on an efficient and contented family life. Oftentime a course in sewing, or a course in cooking, or household duties is the only concrete part of the school program that the child who leaves school at the close of the elementary grades is able to carry with her. Thousands of girls enter the factory at 14 and 16 with no other possibility of getting the home arts before they accept the responsibility of home life. It is equally valuable to the girl, reared under a roof of prosperity, where the servant has deprived the child of the opportunity of getting such training under the guidance of the mother. It is this vocational aspect of home economics that I believe contributes most toward attaining our citizenship objectives.

In the classroom, where home economics is studied, children from every type of home, every profession and vocation meet on a common level. At their work tables children of the employer and children of the employee, the children of the rich and the children of the poor, meet together. In this informal manner and for the purpose of work, done as it is in the world of actual life, each child brings from his home the experience, the contacts, the aspirations, and prejudices of a different environment. These experiences are thrown together, integrated, and a new product results. Out of this socializing process comes new attitudes toward the home, home life, the community, the actual earning of a living, and finally the spirit and ideals of our democracy.

#### THE JUNIOR HIGH SCHOOL AND HOME ECONOMICS

W. S. DEFFENBAUGH. To-day junior high schools are numbered by the hundreds; 575 cities having a population of 2,500 or more reported one or more of such schools in 1922. The junior high



school movement has swept the country because school men and others have long been convinced that there are certain defects in the conventional type of organization on the 8-4 plan. The purpose of the junior high school in general, then, is to remedy these defects. By pointing out some of the shortcomings of the 8-4 plan of organization it may be seen what purposes the junior high school serves.

(X) In the first place it is necessary to understand that one of the aims of the elementary school is to give the child a mastery of the "tools of learning." It is not necessary to discuss the methods of giving these tools. They should be acquired through interesting subject matter. Every child must come into possession of the school arts, or the tools, but these can be acquired in less than eight years. To continue drill upon reading, writing, and arithmetic for that length of time is wasteful. In some cities of the country the elementary course is only seven years, and there is no evidence to show that the children completing a seven-year course do not have the school arts as well mastered as those completing an eight-year course. The evidence seems to be that graduates from a seven-year elementary school take up and pursue high-school work as easily as the graduates of an eight-year elementary school. It is now believed that six years is sufficient time in which to come into possession of enough knowledge to begin some work of a secondary school nature. By the end of the sixth grade surely the child should be able to acquire new matter by the use of the tools.

In schools organized on the conventional plan of eight grades, the seventh and eighth grade work repeats to a very great extent that of the fifth and sixth grades. In the fifth grade a pupil studies common and decimal fractions, and again in the seventh grade. He studies percentage and interest in the sixth grade and again in the eighth. In the fifth grade he studies the geography of the United States from a small textbook, and in the seventh grade the same topic from a larger book. I have looked over examination questions in geography made for fifth grade children and questions on the same topics made for seventh grade children and could not tell the difference. I once heard of a school superintendent who got his questions mixed, giving the seventh grade set to the fifth grade pupils, and the fifth grade set to the seventh grade pupils, without harm being done to either class. It is not much wonder that children in the upper grammar school grades find their lessons flat, stale, and comparatively unprofitable.

Even the traditional seventh and eighth grade work looks backward, whereas it should look forward so that the pupils may do better the things ahead of them, whether it be work in school or



in the store, factory, or office. As Van Denburg says: "The average elementary school has never taken any high degree of interest in the success of its pupils in doing the work that lay ahead of them after graduation. The one and only question was 'graduation'—after that the deluge, if such must be."

The purposes of the junior high school are in general the following: (1) To enable children 12 to 15 years of age to make more profitable use of their time; (2) to bridge the gap between the elementary and the high school; (3) to provide means of exploring the child's interests, aptitudes, and capacities.

These purposes may be expressed in other ways. Prof. Thomas Briggs thus summarizes the purpose of the junior high school: (1) To continue, in so far as may seem wise and possible and in a gradually decreasing degree, common, integrating education; (2) to ascertain and reasonably to satisfy the pupil's important, immediate, and assured future needs; (3) to explore by means of material in itself worth while, the interests, aptitudes, and capacities of pupils; (4) to reveal to pupils, by material otherwise justifiable, the possibilities in the major fields of learning.

**EMMA V. THOMAS-TINDAL.**—To discuss intelligently the opportunities of home economics in the extra curricular activities of the junior high school, one must view the problem in its relation to the basic principles underlying this type of school. Again, one must consider thoughtfully the distinct contribution home economics should make to the complete development of the individual youth.

To my mind each junior high school should function as an educational lighthouse whose guidance rays illumine to its students the possibilities for well-rounded education and show the varied opportunities for strengthening weaknesses, for adding to culture, and for developing innate possibilities and powers. To further this end a systematized guidance program should be incorporated in the working schedule of every junior high school, vitalizing instruction in the various courses of study, and providing for activity periods "functioning in the direction of learning by doing under wise guidance."

When the junior high school day was lengthened by one hour, the five extra periods were assigned in the Holmes School to club activities. We devote one of these to faculty meetings wherein junior high school problems are discussed and experiences exchanged. This period provides invaluable professional training for teachers. A second of the five periods is given over to personal guidance of pupils. In this, the home-room counselor establishes confidential relations with her student group. She gives direct ethical guidance and stresses moral values; she suggests remedies for reinforcing



physical, scholastic, and moral weaknesses; she discloses opportunities for acquiring cultural background and for developing individual powers to the utmost. The other three periods are given over to meetings of various school organizations known as "school clubs," each having definite aims and activities. Every club of the system is designed to further one or more of the seven cardinal objectives of secondary education; and every member of the faculty, including the teachers of home economics, should strive to attain these objectives in the regular school work and also sponsor one or more of the following types of clubs:

1. Those contributing to health and wholesome pleasure.
2. Those reinforcing physical weaknesses, thereby furthering the possibilities of scholastic progress.
3. Those preparing for worthy home membership and the establishing of harmonious social relations.
4. Those opening up the field of vocational opportunity.
5. Those focusing on civic obligations and stressing a high type of citizenship.
6. Those making for a worthy use of leisure.
7. Those having distinct ethical aims and glorifying right living.

When our club system was first organized the Holmes School challenged its home economic teachers to sponsor clubs of each of the seven types needed for a well-rounded education. They responded nobly. I recall with pleasure the luncheon clubs—a series of cooperative clubs, which planned, marketed for, cooked, and served the daily lunch for 60 or 70 teachers and guests. At present provision is made for this kind of work in the regular course of study, but for a number of years over 350 students a semester voluntarily affiliated themselves with clubs of this type. As a whole, the menus were well balanced, the food well cooked, daintily served, and sold at a minimum price. Our camp-cookery clubs of to-day are overcrowded with boys eager to know the essentials of sanitary, economic, healthful living during enjoyable outings.

As to another phase of the home economic problem in connection with health, our textile clubs are studying fabrics, their adaptation to the climate, season, and special use, thereby cultivating the power to discriminate between hygienic, durable, worth-while goods and showy yet unsatisfactory textiles. Our household chemistry clubs, with true cooperative spirit, demonstrate how to remove stains without injury to color or fabric and how to restore faded or discolored garments. Meanwhile needlework clubs are fashioning appropriate and becoming garments, suited to changeable weather conditions and to varied types of service. Nor should the work of the First Aid Club be forgotten, with its preparation for handling emergency situations in the household.



Our next objective is reenforcement of weaknesses whether physical, scholastic, or moral. Indeed, we find that the various types interlock. Surely our Health and Happiness Club, a nutrition club, makes possible scholastic improvement through increasing bodily vigor. The sponsors of all our restoratory and preventive groups cooperate with the various health clubs in order that pupils needing this type of help shall receive it.

Third in our list of clubs are those making for worthy home membership. Practically all clubs sponsored by the home economic department find their outlet in the performance of home duties, the sharing of home responsibilities, the adding of joy to home life. A glance at our list of home economic clubs will show this to be true. Our Little Mothers' Club, House Beautiful Club, the Marketing and Serving Clubs, those devoted to cooking, millinery, dressmaking, etc., all contribute to worthy membership. May I refer in passing to the splendid auxiliary training in budget making given by the mathematical club known as the "Anti-Micawber Club," whose members refuse to permit things merely to "turn up," and to the stressing of home courtesies by the Etiquette Club sponsored by an English teacher.

Our next type of club opens up fields of vocational opportunity. What does home economics contribute here? Surely dressmaking and millinery present both vocational and avocational opportunities to students—vocational, if the club member sees in the work a future business; avocational, if she desires but a worth-while use of leisure time. A dietitian may find an impulse toward her life work through living up to her responsibilities in cooking clubs, and a nurse may date her choice of career from her activities in the Little Mothers' or First Aid Club. Time is passing and hence we can cite but a few illustrations before we proceed to the next objective—citizenship.

A basic thought underlying Holmes Junior High School life is the fact that a happy, successful school community can not obtain unless school citizens (1) willingly shoulder personal responsibilities, and (2) give freely of self in cooperative service for the common weal.

School citizenship of this type can not fail to find its reaction in a higher type of homes and community citizenship. Student participation in school government obtains in every department of the school, and every club organization is expected to extend its activities into the corporate life of the school and beyond that to the home and community. Our civic organization, through its department of sanitation, encourages high ideals of citizenship as shown in sanitary, cleanly living and the civic duty of the economic use of materials—thus preventing waste and stimulating thrift.



May I also direct your attention to the active cooperative service which home economic clubs have rendered in school projects. In conjunction with the play presented by the dramatic club at the close of each semester, the costuming club makes the costumes and the art and sketch club and art needlework clubs together shoulder the responsibility of interior stage decorations. As to the reaction of our home economics clubs upon the community, our cooking clubs are aiding social service workers by preparing nourishing broths for the poor, jellies for the sick, and sweets for the shut-ins.

Even in the daily routine of school work we meet evidences of the cooperative spirit of the home economics clubs. The stout brown aprons worn by our boys in the shops and the cooking outfits of the girls are all made during club periods.

The next objective making for well-rounded development is a worthy use of leisure. To-day this is of paramount importance, because our eight-hour working day permits the devotion of more time to recreation and necessitates the formation of right habits for using leisure in youth. We have already referred to the fact that cooking clubs, and millinery and dressmaking clubs prepare for avocations as well as vocations. The Art Needlework Club, with its embroidery, knitting, etc., adds to the possibilities of personal adornment and contributes beautiful and artistic handwork to both school and home and trains into worthy employment of spare moments. The House Beautiful Club while developing æsthetic taste also suggests to young homemakers a very worthy use of leisure time, that of creating beautiful yet practical home furnishings. The Handicraft Club has similar aims.

Passing on to our seventh or ethical aim, we find home-economic clubs functioning overtime in altruistic service. Our Willing Workers clubs enlist the cooperation of various clubs in altruistic work, working throughout each semester toward the climaxes at Easter tide, at Thanksgiving, and at Christmas. For such times several hundred pounds of candy have been made in the kitchens, packed in containers decorated by Art Clubs, and forwarded to the soldiers at Mount Alto, the Home for Crippled Children, the Home for Incurables, day nurseries, homes, the poorhouse, etc. The dress-making clubs dressed 50 dolls as their quota in the preparation of 100 bags of school-made gifts for poor-house children. The Art Needlework Clubs knitted sweaters, caps, and bags. The Willing Workers made teddy bears, rabbits, dogs, and cats that they might not be outdone by the splendid action toys, the dolls, furniture, and games made by the boys in the Gift Clubs. The whole story is the story of service, our teachers ever aiming for that well-rounded development which will give to our American democracy well-bal-



anced, fully unfolded, high-principled young men and women fitted

"To match the mountains of this great Republic  
And not creep dwarfed and abased beneath them."

ESTHER JONAS. The aim of home economics has never been to produce a skilled cook or seamstress, but it has been to give to the girl an appreciation of home, its benefits and relations, and to render her capable of meeting the home problems with intelligence and a consciousness of power. It is therefore not necessary for us to revise our aims in order to meet the purposes of the junior high school, but merely to add to them. If home economics is to be educationally and psychologically sound, it must fulfill the big purposes of the junior high school as well as its own. How best can this be accomplished? Shall the content and method of the elementary school be extended into the junior high school, and that of the senior high school brought down, or is complete reorganization necessary?

The junior high-school movement has affected both the content and method of home economics. The content might be divided into three groups: Foods, personal appearance and clothing, and health—being careful, however, not to draw any sharp line between the topics, and including all topics in each year, so as to produce a well-rounded course.

The approach in the seventh grade could be a personal one, such as: "What should a seventh-grade girl know concerning foods, personal appearance, and clothing, in relation to her health?" Here is an excellent opportunity for correlation with the physical-training department.

The approach in the eighth grade could be through consideration of the family, and might have for its big topic: "What an eighth-grade girl needs to know concerning the economic relations of family life, and what she can do to make the family life better and more efficient." The work might be divided so as to study the family individually and as a group. The content would include elementary child care, the preparation and serving of family food, proper food balance and costs, marketing, food preservation, the appearance and clothing of the family, garment making—the cost and selection of garments—textiles, hygiene and care of the home, and family recreation.

By means of this general course we would be continuing the integrating education by giving the girls common knowledge necessary to all for intelligent living.

On reaching the ninth grade our problem changes. Here it is necessary to provide for the varied types of girls. There is the girl who is looking forward to college, the girl who goes to the senior



high school with no definite future plan, the business girl, and the girl who will drop out at the end of the junior high school period to become a wage earner. In what way can home economics best provide for these girls? These needs might best be met by a survey course. There are a number of advantages to this course; it is exploratory, it gives a panorama of the entire field of the subject, it reveals the commercial possibilities other than teaching, and at the same time trains in the things needed in daily life. The following division of units is suggested: 1. Nutrition; 2. home and family; 3. hygiene; 4. thrift; 5. clothing and textiles.

In summarizing, I would again bring to your attention the five important questions for discussion:

1. The way in which home economics can meet the purposes of the junior high school.
2. The necessity for a broader education of the home economics teacher.
3. The question of home economics as a compulsory or elective subject in the junior high school.
4. The content of the course; shall it be an extension of the elementary content, or a bringing down of the senior high school content, or a complete reorganization.
5. The practical use of home economics in the extra-curricular activities.

#### HOME ECONOMICS IN THE SENIOR HIGH SCHOOL

GERALDINE GORTON. Reorganization, to the majority of us, means confusion, disorder, and disruption of the present system. The first thing to do is to disabuse our minds of this idea. To avoid confusion, we must first determine our objectives, for, if we do not, the organization will determine them.

The junior high school economics courses aim to give definite knowledge and training in fundamental activities which form the basis of all homemaking work. They endeavor to teach an appreciation of what is included in the advanced training of all girls as members of a family with home duties and responsibilities. These courses aim to give an insight into the vocations related to the home in order to give a girl who shows a particular bent along one line an opportunity for further study. In other words, the home economics work in the junior high school is of an exploratory and adjustment type; it gives grounding in work preparatory to special courses in the senior high school.

The technical high schools provide opportunity for further training and acquisition of skill in special fields of home economics work by offering unit courses in dressmaking, catering, commercial design,



millinery, etc. Only courses that permit of practice should be offered; for example, girls electing the catering unit should have opportunities for planning, preparing, and serving dinners, teas, etc., in the community. The junior high school movement will not particularly affect the present organization of these technical high schools. Specialized study is not permitted before the second or third year (tenth or eleventh), so it will mean that the first year of preparatory work can be left to the junior high school.

It is the senior academic high school that is particularly affected by this junior high school movement. Senior high school home economics courses must provide opportunity for further study along the line of work for which the girl has shown the most aptitude and greatest interest. These courses must never be static or permanently fixed but easily adapted to varying needs of pupils and varying conditions in local and larger social groups.

Our senior high school home economics courses must be organized to meet the needs of four distinct groups of girls:

1. Those who are going to college.
2. Those who are planning to enter the commercial field.
3. The girls who have no definite plans and may or may not stay in high school long enough to graduate. (They usually take what is known as the general course.)
4. The girls who are interested in the homemaking activities and who intend either to stay at home and assist in its management or to enter one of the wage-earning occupations which have their origin in the homemaking field.

In reorganizing our courses we must consider the relative amount of time which these groups can devote to home economic studies. The briefer the time, the more material of immediate value must we teach. Our technical and theoretical material should be given in later years.

Our single elective home economics courses or units should be organized to meet the needs of the first three groups. Health and economic principles should be the bases on which to plan these courses.

An appreciation, or survey, or general course in home economics, which would help to solve her immediate and future needs, might be offered for the girl taking the college preparatory course. It should be so organized that it would help her to become a more intelligent purchaser and consumer by increasing her ability to judge qualities and values of products. It should arouse her sense of civic responsibility by stressing the relationship between home and community. This course would treat the problems of food, clothing, and home life in relation to health and economic living. It should be so flexible that when problems of particular interest arise, time can be given to discuss them fully.



The question of time will enter into planning such a course. If only one 40 or 45 minute period a day is allowed, a course should be organized on that basis (and it can be done). It could be planned on a one unit for a year (two terms) or two unit (one term each) basis; food and clothing problems would be considered in one unit, and home and civic problems in the second unit. If it could be rated as an academic subject with required outside study with increased credit (say two credits for each unit), instead of a laboratory subject, it would be more popular, especially if it could be accepted as a college entrance unit. Therefore, if only one year of home economics work may be elected, it would be wise for the girl to take this course in the eleventh or twelfth year when she has a better grounding in science, art, and economics, and a broader outlook on life.

A similar course could be organized for the girls in the commercial course. These girls need some home economics education studies as part of their liberal education—to teach them how to live while pursuing their main occupation. As many of these girls will not finish high school, it should be offered in the first year if possible.

The girl taking the general course has a greater choice of electives. Home economics courses for her should be planned so as to enable her to meet her daily needs and to take her place in community life as a promoter of welfare. The survey or appreciation course, if taken in her first year, might so arouse her interest in homemaking activities that she would elect other home economics courses. Any course is valuable depending upon the use the girl makes of it in her daily life, and other elective courses should be planned for the girls who are particularly fitted for and interested in them. Courses in advanced cookery, dressmaking and costume design, house construction and decoration and furnishing, household management, home nursing, child care, etc., all have their place in the experience of the girl. The basic problem of rearing children is one of the vital problems of parenthood, and it seems to me that we, as teachers of potential mothers, should offer more carefully and thoughtfully planned courses in child care and training.

These courses could be organized as units of one term (one 90-minute period per day) or two terms (one 45-minute period per day).<sup>2</sup> All these elective courses should be developed along systematic lines characteristic of the subject itself by means which function in the girl's experience.

The vocational homemaking course, extending throughout the high school period, will provide training for the last group of girls, those

<sup>2</sup> This is not satisfactory for laboratory food classes.



who are particularly interested in homemaking activities. We must first analyze the homemaker's job if we are to teach this course in a logical manner. Its aim is to train girls to be homemakers. The course should include instruction in selection, preparation and serving of food, with an insight into institutional methods; purchasing, designing, and making of garments; household management or household engineering; household accounting; house construction, decoration, and furnishing; laundry work; care of the sick; dietetics; and care and training of children, as well as recreational and social life of the family.

Necessarily the time devoted to this course would be greater than that spent on the single elective home economics course—approximately five 90-minute periods per day for the high-school period.

